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ABSTRACT

Educational specifications for the Cherokee School and Community Learning Center in Cherokee, North Carolina constitute the content of this publication as reviewed, evaluated, and revised by the Cherokee Task Force, the Tribal Education Committee, representatives of North Carolina's State Department of Public Instruction, the Bureau of Indian Affairs, and the Cherokee Agency. Specifically, this document includes: (1) Introduction (details the initial planning and procedures beginning in 1967 and presents membership lists for the Work Force, Cherokee Task Force, Resource Committee, Tribal Council, and Tribal Education Committee); (2) Justification of Need (historical need for new secondary school facilities on Cherokee Indian Reservation); (3) Student Characteristics; (4) General Education Philosophy and Program Description; (5) Educational Program Considerations (facilities to accommodate 500 to 700 pupils, including electrical, sonic, furniture considerations, etc.); (6) The Campus Complex Description (facility and instructional specifications and objectives for: Instructional Materials Center; Communications Center; Social Studies Center; Mathematics and Science Center; Practical Arts Center; Fine Arts Center; Health and Physical Education Center; Student Union Center; and Administration and Pupil Personnel Center); (7) Housing Requirements. (JC)

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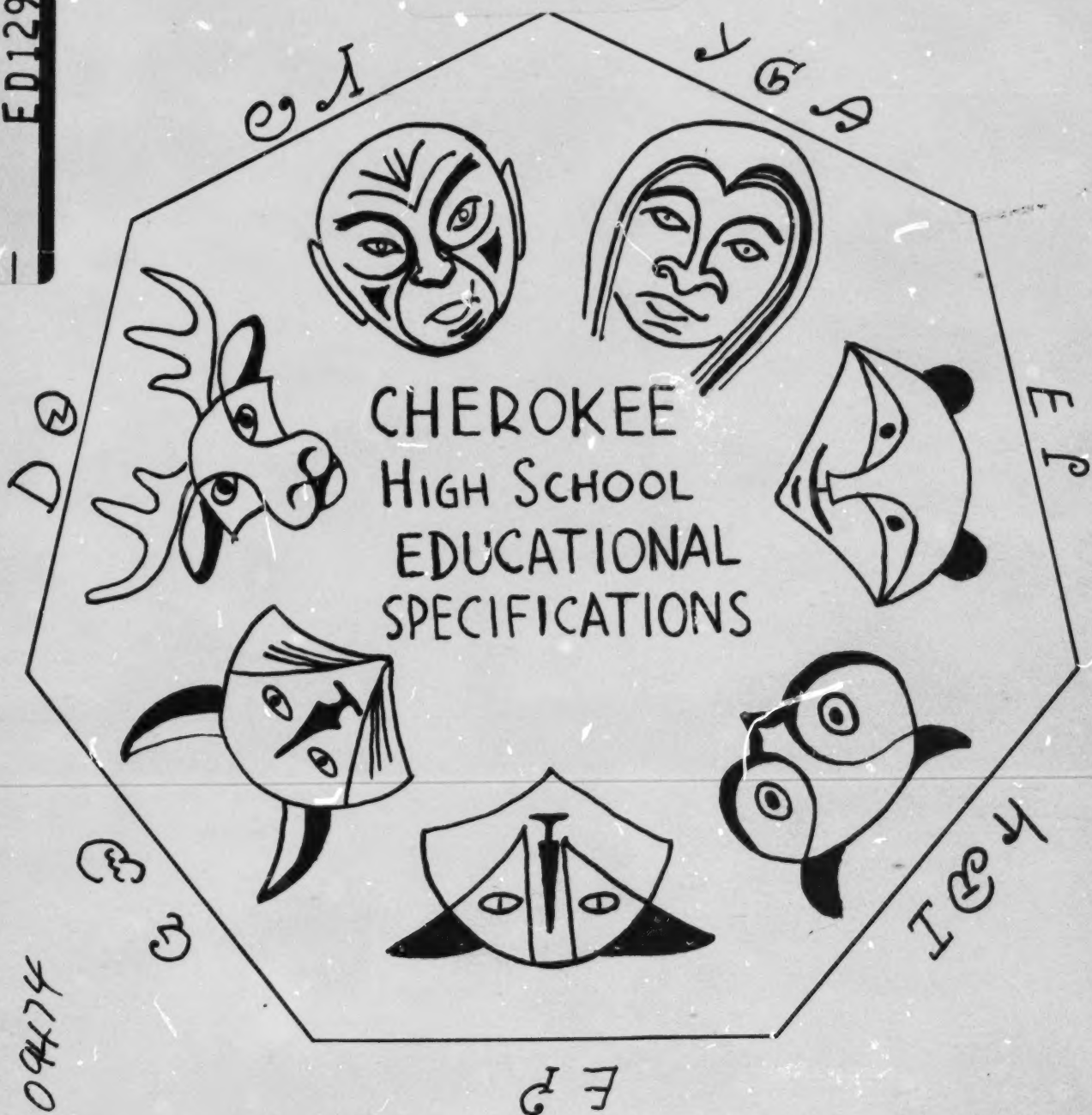

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Cherokee, North Carolina

TABLE OF CONTENTS

Introduction ---------- 1

Community Background ---------- 5

Justification of Need ---------- 8

Characteristics of Students ---------- 16

General Education Philosophy and Program ---------- 29

Educational Program Considerations ---------- 32

The Campus Complex Description

- Instructional Materials Center ---------- 42
- Communications Center ---------- 44
- Social Studies Center ---------- 47
- Mathematics and Science Center ---------- 50
- Practical Arts Centers ---------- 54
  - Business Education Center 56
  - Homemaking Center 57
  - Careers Center 58
- Fine Arts Center ---------- 61
- Health and Physical Education Center ---------- 64
- Student Union Center ---------- 69
- Administration and Pupil Personnel Center ---------- 71

Housing Requirements ---------- 75

INTRODUCTION

Planning for the Cherokee School officially got under way when Mr. J. D. Fosdick came to Cherokee in May, 1967 to offer his services to the Cherokee Agency as a representative of the Central Office. At that time Mr. Fosdick spent a week in Cherokee learning about the community, meeting the Cherokee people and exploring with Mr. Theodore Krenzke, Agency Superintendent, various approaches that could be taken in the planning for the school.

Mr. Fosdick returned to the Central Office full of admiration and respect for the Cherokee people, very appreciative of their sincere interest and deep concern for the needs of their young people. The efforts made by the Cherokee people to bring the Cherokee School to this point led Mr. Fosdick to recommend that they should participate in the planning of the program for the school.

On June 26, Mr. Fosdick and Mr. Ray Mazon reported to Mr. Krenzke to assist him in the planning for the Cherokee School. It was agreed to involve the community in the planning of a program which would result in a <u>community school</u>.

A planning Committee was established, members were contacted and invited to participate by attending sessions on June 28, 29, 30 and July 6 and 7, 1967. The group assembled in the Science Room of the Cherokee High School at 8:00 a.m. and worked until 12:00 noon. The sessions varied from general assemblies, to small group discussions, to reporting on small group discussion sessions.

The Planning Committee was composed of three groups: The Work Force which included the Superintendent of the Cherokee Agency, his school administrators and representatives from the Branch of Curriculum in the Washington Office; the Resource Committee, which included representatives from the teaching staff in Cherokee, colleges and universities, local public schools, Regional Laboratories, U. S. Public Health Service, and welfare agencies. The State Department of Education was invited, but was unable to attend. This Committee participated in the discussions and rendered technical assistance as the planning progressed. The third group was the Task Force, which included members of the Tribal Council, members of the Cherokee Tribe at large, parents of children in the Cherokee schools and in the public schools, and business people. From these groups educational specifications for the Cherokee School and Community Learning Center were initially formulated. Since the initial conference held during the summer of 1967, the Cherokee Task Force, the Tribal Education Committee, representatives of the North Carolina State Department of Public Instruction, Bureau of Indian Affairs, and the Cherokee Agency have reviewed, evaluated and revised those specifications into these presently being submitted.

The Work Force

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Mr. Sammie P. Mackey, ex-Cherokee Reservation Principal,
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Mr. James R. Cleaveland, Reservation Principal, Cherokee Agency
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Arnold Cooper, Cherokee Community
Bill Ledford, Birdtown Community
Thomas Lambert, Birdtown Community
Roy D. French, Big Cove Community
Tom Bradley, Big Cove Community
Alvin E. Smith, Painttown Community
Fred Bradley, Painttown Community
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Mose Wachacha, Snowbird Community, Robbinsville, N. C.

Tribal Education Committee

Bill Ledford, Chairman
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Emerson Bird, Ex
Alvin Smith

COMMUNITY BACKGROUND

Like other Indian tribes, the Cherokees are keenly aware of the sequence of events which has placed them in their present positions. They are justly sceptical of overtures made in their behalf and pessimistic of such proposals.

In 1838 the ancestors of the North Carolina Cherokees hid in the mountains to escape the fate of their brothers who were driven by the military to Oklahoma. They live today in a 56,000 acre reservation located primarily in Jackson and Swain Counties as well as Graham and Cherokee Counties in North Carolina.

One prominent member of the tribe said, "History for the Eastern Band of Cherokees begins with the removal, and they do not consider themselves related to the Oklahoma Cherokees."

The Eastern Band of Cherokees is governed by a 12-member Council, and an Executive Committee who carries out the policies established by the Council. The elected Council is made up of two representatives from each of the six communities elected by the people every two years. The Executive Committee includes the Chief and the Vice-Chief elected by popular vote every four years, and the Executive Adviser appointed by the Chief and confirmed by the Council.

The enrollment now approximates 6,700 people and continues to grow. About 4,700 Cherokees live on or adjacent to the Reservation. The reservation economy depends heavily on the 6 million tourists who flock to Cherokee every summer to enjoy the coolness of Appalachia and the

picturesque country of the Cherokee. From June through August they line the streets wandering through the many shops, taking snapshots of the Cherokee dressed in the costume of the Plains Indians as they attempt to draw the tourist from one shop to another.

Capitalizing on the tourist trade the Tribe established the Qualla Arts and Crafts Mutual Incorporated in 1947 which today markets the wares of some 200 native craftsmen. In 1950 the Tribe opened the Boundary Tree Tourist Enterprise, a modern motel, which offers year round accommodations to tourists. Other sources of income to tribal members include "Unto These Hills," -- a drama of the Cherokee, portraying their history from the arrival of De Soto in 1540 through the tragic removal West in 1838. This dramatic production is presented nightly, except Mondays, at Mountainside Theatre, an outdoor amphitheatre, in itself a work of art. "The Oconaluftee Indian Village" -- a full size replica of an 18th Century Cherokee Community brought to life by members of the Band showing how the red man lived before the white man came to the Smokies and the Cherokee Museum which houses an excellent collection of relics and artifacts portraying the history and pre-history of the Cherokee.

The Tribe realizes revenue from a 3% Tribal levy in lieu of sales tax which is used to support community services. Revenue is also received from land leases which support various Tribal operations. The Tribe operates adequate water and sewage systems, police services and fire protection.

Three industrial plants, the offices of the Bureau of Indian Affairs and the United States Public Health Services have created year round employment for some of the people. Others find a source of revenue in logging, hunting, farming and home manufacturing of handicraft items. A few Cherokees find employment outside the reservation. Whereas, the economy of the Cherokee appears much improved over past years, the effect of long years of poverty and isolation is still seen. Although many things in Cherokee point to a growing affluence, the reservation is still economically deprived and the people find it difficult to make ends meet.

BRIEF HISTORICAL JUSTIFICATION OF NEED FOR NEW SECONDARY SCHOOL FACILITIES ON CHEROKEE INDIAN RESERVATION

For the past 10 years the need for new high school facilities for use of young people on the Cherokee Indian Reservation has been in evidence. Following construction of a new elementary school and the closure of all such schools in outlying portions of the Reservation, high school activities at Cherokee have been conducted at six different locations scattered over a three block area. An inspection made on July 21, 1965, resulted in the following report concerning three of the principal facilities:

"SHOP BUILDING - No. 38 (Old No. 7)

This is a one-story frame building originally constructed in the 1930's for CCC equipment and has since been converted into classroom and shop for high school Practical Arts (boys) instruction. This building now contains 1 shop room, 1 small classroom, 1 storage room, 1 office room, and 1 washroom containing lavatory and urinal, shower, and 1 water closet. The interior arrangement makes it difficult for the instructor to carry on shop classroom activities. This building has a concrete floor which is broken, rough, and in poor condition. The roof is metal. The general condition of the building is poor but probably can be made to serve as a shop by rearrangement of partitions and repairs to floor and washroom facilities for an interim period. This change will not meet the shop requirements and is only temporary."

"HOME ECONOMICS-HIGH SCHOOL BUILDING - No. 53 (Old #27)

This building is a one-story frame construction containing a classroom, 1 library-classroom, 2 Home Economics Laboratory classrooms, 1 Science laboratory classroom, 2 offices and annex storage rooms, toilet facilities providing 7 water closets for girls and 4 water closets and 3 urinals for the boys, and separate toilet facilities for the staff. The Science room is inadequate as it consists of a demonstration table and 4 laboratory tables placed along the wall which accommodate two students at each. In the Home Economics units, the food laboratory has four adequate areas and the clothing unit is adequate containing both electrical and pedal type sewing machines. There is an electric automatic washer in the foods area.

'This building was constructed around 1900 for use as an elementary school building and sometime later was converted to a boys dormitory. About 1932 it was converted to a Home Economics building and in 1962 was arranged for use as a high school building by adding the additional classrooms mentioned above. The building is in very poor condition and it is not economically possible to make any other conversions or additions to the building to serve the present needs.

'All the classrooms are inadequate in size, with the exception of the Science room. However, it would not be practical to attempt to convert this into an adequate Science room without considerable expenditure of money to shore up the floor, or the necessary plumbing, and lighting. In other words, it would be uneconomical to do further renovation to the building."

"OLD ELEMENTARY-HIGH SCHOOL-ADULT EDUCATION BUILDING - No. 42 (Old No. 11)

This is a two-story frame building with full basement constructed in approximately 1918. This building has been condemned. Prior to completion of the new elementary school building, this building contained 5 classrooms and storage in the basement, 5 classrooms and office space on the first floor and 5 classrooms and a library on the second floor. It was originally heated by steam from a central heating plant but after the central plant was discontinued, it was necessary to provide electric heat for that portion of the building still in use. At present the upstairs portion is sealed off except for an access door to be used by utility repairman, and the basement is used only occasionally for storage. Originally, the building did not contain toilet faciiities for students but in 1949 an annex was built to provide separate toilet facilities for boys and girls. At present the first floor of the building is used to provide 5 high school classrooms, office and counseling room for school administration. With only one floor in use the building does meet fire exit requirements.

Generally, this building is in a very poor condition, it is infested with termites, the floor joists sag, and the metal roof must be repaired or replaced within the next year. Under no circumstances should either the second floor or the basement be utilized for classrooms or gatherings of any type.

Additionally, it should be pointed out that building No. 42 has been condemned for occupancy since 1958 and that additional space is urgently needed to meet the needs of increased enrollment as well as special classes established under P. L. 89-10 and other programs to meet the unique educational needs of the Cherokee young people.

In March of 1961 the principal Cherokee Tribal officials made an urgent appeal to the Commissioner of Indian Affairs for a new high school. At that time they were told that the Cherokee High School enrollment was limited, and that they should seek to develop a consolidated high school with their non-Indian neighbors. Efforts along this line were diligently made for a period of five years. However, they have not been successful to date for a variety of reasons, including:

1. The local public school districts are established along county lines. In turn, the Swain-Jackson County line splits the Reservation into two parts. The Cherokees, which have a great deal of historical and cultural cohesiveness are reluctant to have their children attend high school in two different directions.

2. Both Swain and Jackson Counties are reluctant to give up the Reservation lands within their school district to

the other due to the loss of land area and school population that would be involved.

3. The Cherokees feel that for their children to attend high school away from the Reservation would involve excessively long bus rides and an inability to have meaningful participation in extra-curricular activities.

4. While the Cherokees recognize the benefits to be attained by more frequent contacts by their children with non-Indians, they fear a high school located off the Reservation would not meet the unique educational needs of the Cherokees. They also feel that the more conservative elements living in the remote portions of the Reservation would have even less motivation than at present to attend school beyond the elementary years.

5. Historically, an antagonism has existed between the Cherokees and Swain County, which is the most logical group with which to consolidate. This antagonism has related to certain tax matters, law and order, and became an especially explosive issue in relation to school consolidation after Swain County officials several years ago refused to use County funds to pay their share of categorical welfare assistance payments to Reservation residents.

6. The removal of the high school from the Cherokee community would threaten the Cherokee people with loss of their Indian identity by removing their chief center of education and recreation. Furthermore, at a time when every effort is being made to strengthen the Cherokee Community through development of industry, commercial facilities, better roads, improved utilities, better medical care, and improved housing, it has been felt by the Cherokees to be inconsistent to take away their high school.

From 1961 to 1966 sincere efforts were made by the Eastern Band and the Bureau of Indian Affairs to work out a plan for consolidation. However, largely for the reasons cited above, these efforts came to naught and in early 1966 the Tribal Council reversed its position on the subject. Subsequently, they sent a delegation to Washington in July, 1966 for the purpose of urging immediate construction of a high school plant. At that time they were urged by Bureau of Indian Affairs officials to consider the possibility of the development of a North Carolina School District consisting of the Qualla Boundary of the Reservation based on a law passed by the 1905 North Carolina Legislature, and then securing P.L. 815 monies for school construction.

This possibility was pursued in a meeting with the Swain and Jackson County School Boards in August, 1966. In November of 1966 a follow-up meeting was held with the North Carolina Board of Education on the matter, where it was learned that special legislation would be necessary to accomplish this. Although the Swain and Jackson County

School Boards had earlier given some evidence of support of this plan, in late December of 1966 they sent a letter definitely rejecting this proposal because they feared it would threaten the financial picture of their operations.

At this point the Cherokee Tribal Education Committee felt they should re-examine the direction they were going and ascertain again the feelings of Tribal members on the subject. An opinion vote was taken in early February, 1967, which established that 97% as against 3% of about 800 voters desired that a high school be maintained at Cherokee.

One more effort was made at this point to determine whether Swain County might apply for P.L. 815 funds to construct a high school at Cherokee to be operated by Swain County and attended by Cherokee students from throughout the Reservation, as well as non-Indians in close proximity. However, Jackson County, which was undergoing a long-range school planning study at the time, was unable to go along with this proposal which would involve their relinquishing a right to certain P.L. 815 monies, as well as the loss of a substantial number of potential students.

In March of 1967 a master site planning committee of the Bureau of Indian Affairs met with Tribal officials concerning the Bureau's proceeding with the construction of secondary school facilities at Cherokee. At this time it was determined that previous plans for such facilities as developed in 1964 were obsolete. Those plans had

involved a 14-classroom addition, plus some practical arts shops to the present elementary school. The reasons for the obsolescence of this plan related to increased enrollment, the anticipated strengthening of standards relating to pupil-teacher ratios, and the establishment of special education classes to meet the needs of Cherokee youth. As a result it was determined that in the future the present elementary building would meet the needs only of grades 1-6, and that any expansion on that site would be sufficient only for the kindergarten. Consequently, it was determined that the construction needs at this time included complete facilities for a junior and senior high school with a potential enrollment of 800 students, and necessary staff housing.

Several sites for the junior-senior high school complex were looked at by the master site survey committee. In general, it was felt that sites now owned by the Federal Government or occupied as an administrative reserve, were inadequate for a project of this dimension. After being shown other possibilities, it was recommended by this Committee that the Eastern Band of Cherokees attempt to secure a tract owned by the Joseph A. Saunooke heirs containing about 36 acres, which could be used for school purposes, with also a community building being contemplated on this site. Subsequently, on April 29, 1967 the Tribal Council passed a resolution which has resulted in the purchase by the Tribe of 30.9 acres of this property at a cost to them of $80,000. This action has in large measure substantiated the expressed wishes by the Tribe for construction of secondary school facilities at Cherokee, and their willingness and desire to give of themselves to see it become a reality.

While strongly wishing for a high school at Cherokee, the Eastern Band has shown every indication of an interest and desire to become a part of the North Carolina Public School System at some practical point, providing they are assured of some voice in the operation of the schools at Cherokee. Furthermore, their desire for a school at Cherokee does not necessarily reflect an attitude of segregation, but rather a demand that Cherokee be recognized as a population and service center for people in that particular area. On the contrary, there is every indication of a willingness on the part of the Cherokees to welcome the attendance of their non-Indian neighbors to the schools at Cherokee. On October 31, 1968, the Tribal Council passed Resolution No. 117 requesting all residents of the Reservation be permitted to attend Cherokee Central School, regardless of the degree of Indian blood.

CHARACTERISTICS OF STUDENTS

Mr. Lloyd New from the Institute of American Indian Arts in Santa Fe, gave the following presentation to the committee, prior to the planning sessions. Mr. New's talk reflects the characteristics of our student body.

> ".....I am Cherokee, my mother was Cherokee from Oklahoma, near Tahlequah and I grew up in a typical Oklahoma-Cherokee setting and met many problems as a youngster. Problems in terms of finding my own answers, of discovering my own personality, and of working out my own adult life. In the process of doing so, I think I discovered some things that might be of value to other Cherokees and other Indian people throughout the country. I believe intensely that it is possible for Indian people to become extreme leaders. It is possible for us to increase the quality of education for Indian people by considering things basic to Indian education.'
>
> It distresses me, for instance, that we still go on planning programs for Indian people without directly relating them to the fact that Indian people are strangely different from most minority groups in this country. It is the assumption, I think, that all other

groups in this country are fighting to join the dominate population, so that after a generation or two the fact that a person was Italian is forgotten and he has become a part of the dominant culture himself.....

The handling of the American Indian problem from the beginning by what is now known as the Bureau of Indian Affairs, previous to that it was the Army, seem always to assume that the American Indian would like to be something other than Indian. The extreme of this in the history of Indian education was the period when they gathered Indian children of seven or eight years of age, by force if necessary, and took them in to boarding schools where they set up the kind of army life for them. They did not allow them to speak their own language, punishing them when they did, and taught them a trade. The thought being that if they kept them some 12 years.....they could stop his Indianism, they could wipe him out and he would be a white man thereafter. They believed this was the way to solve the so-called 'Indian Problem'.

Well, we all know that this didn't work----that Indian people insist on being Indian, and they always have, and

they probably always will. No matter how educated an Indian becomes, he still takes pride in the fact that he is Indian. So, if this is a very prime force in dealing with the Indian people, they are unlike other minority groups.

.....It is too bad for instance that the health conditions of the Indian people generally are among the poorest in the country. It is too bad that Indians are one of the groups in the country showing the highest rate of unemployment. It is too bad that the medium level of attainment is at the 5th grade.....It is too bad that Indians show a high rate of dropout in school. It is our feeling that there is a way to overcome this, that we can improve it.

.....The school I come from is a BIA school. It started five years ago on the basis that art was a good vehicle for reaching Indian people.....the whole plant is devoted to the training of Indian artists.....We believe that the art interests that Indian people have, can put them in a superior position over people who maybe have lost some of their sensitivity.....We have around 300 young Indian

people, ages 16 to 22 in a high school program through two years of post-high.

Over 70% of the students are below the 100 normal IQ mark by test. Many of them have graduated from high school or are in the 10th or 11th grade, but are actually at about the 5th grade level. This means that something has happened to him.....that he doesn't have the same chance as do others.. We have 40% of them in the lowest quartile, that is they rank in the lowest 25% in achievement scores...This is by standard check. Now we know that tests are not infallible, and they don't test the kind of intelligence the kids have and all of this, but it still means something.

We also find that he is at the beginning of his teenage life, quite uncommitted to anything that we may want to tell him. We might say, 'Why don't you straighten up?' or 'Why don't you do this better than you are doing it?' 'Why aren't you more interested in studying?' 'Why do you run around with seemingly no goals?' 'Why don't you stop all of this, because we are going to give you an opportunity?' 'We have teachers, we have books, we have equipment, we have all this and more, and all you have to do is get with it.' This is the unfortunate part about it, it doesn't do any good to say this to him. He has learned how to put you off. He has learned how to avoid committing himself.

He's learned how not to have wants.

.....Our children have every reason to be where they are when they come. We receive a large number of displaced youth. We didn't set up the school with that in mind but that seems to be what happens to us because many schools only send us the kids who are in trouble, not because of their potentials as artists.

We have discovered a few things that may be of some interest here as you are starting to plan for this school.

.....Psychologically this kid does not know how to fit into a big broad non-Indian world and still function as an Indian person. He is confused concerning the values of being Indian. At home he finds poverty, he finds a group who do not seem to have a place for themselves. Occasionally they may have a pow-wow which allows them to put on their regalia. They dance and sing, but he still feels that his people are simply the poorest in the community and so he is not very inspired about the fact that he is Indian. Thus, the psychological block, this person has turned his back on himself as an Indian, in a sense, ashamed of the lack of progress or his position in the world about him.

.....On the other hand we have kids who come to us and say 'well I am Indian, I am Cheyenne, I am proud I have at least retained this no matter what has happened to it and therefore,

I don't have any obligation to be anything else but Indian.' One of the young Cheyenne girls from Oklahoma was asked, 'Why didn't you spend some of the money you earned last week to buy clothes....instead of buying some whiskey for the group you got drunk with...' She stood very proudly and said, 'that's the way we Cheyenne's are'.. I suspect what she said is true, that 'when we make money at home, we don't do good things with it, we go buy whiskey and go have a good time. That's the way I think that I'm going to be, I'm Indian and therefore, why should I change'.

So we have the extremes, the one person who turns his back on himself, and the person who makes too much of himself so that he is not realistic in facing issues.

Our basic approach is a course which enables them to find out about themselves as an Indian person. What's good about it, what's bad about it, where their strengths are, and where their weaknesses are. For example, in Indian culture we talk about the Sioux youngster. How the Sioux was before the coming of the horse, how his life changed with the coming of the horse, how he chased the buffalo, the kind of architecture he developed, the kind of life he lived as the result of his ability to make a cultural change. In contrast they study the Sioux when the frontier movement hit them and they didn't adapt to this and they still have not adapted to this. The horse was a happy cultural adaptation but he never quite met up to the other

crisis so that he has never worked up a successful cultural conclusion to compete in the new age. As a result he is a culturally mixed up person. This course attempts to show him that his life begins here, he's got to solve these things for himself and then build upon it. He learns about the great accomplishments by Indians in the field of sculptry, painting, music, drama, architecture, etc.

.....This begins to awaken a certain pride in him which he has never known, he begins to identify with his own heritage and with his own past and suddenly you have a person who begins to stand straighter, who will react to his own individual faults, a person who begins to look at himself and attempt to make his own way. At this point, we find that we need a device to help him further. In our school we reach him very quickly by offering him many experiences in the arts. So then we work with him first in establishing pride in himself as an Indian person by helping him learn what he stands for, he soon realizes he is no longer ashamed, no longer does he make too much of his differences.

In spite of all those negative statistics that we start with, about 90% of those kids who stay with us go on to some form of higher education. He doesn't become a drop-out, he gets faith and confidence in himself and goes on.....

In planning a school for Cherokee, I think some of these things have significance. If you build a school.....for Cherokee

people,.....why shouldn't it look different than a school designed for other people? This would be the place to take the young Cherokee person to find pride in his heritage. In working with the architecture....think of incorporating special things in the building that would allow you to put in the pride-factor symbols which would make these kids proud of being in that school, something in the promotion of the cultural mural, so to speak, so he can look to this person like everyone else in the country looks to George Washington. George Washington is essential, he is not Cherokee, how wonderful if he could look to his own cultural leaders in terms of Sequoyah and other people of Cherokee history.....Use some of the multi-Cherokee traditions in the design of the concrete block....or actually plan a room artistically designed from the beginning to include works of your own artists.....have Amanda Crowe do some carvings.

This is almost a segregated approach to people. You're going to have a segregated school in the first place. The only justification for segregation in this country is that if you take these people with special needs and instill in them special pride, special strengths by working with them in a special way you will get a person who will integrate much more smoothly. This doesn't mean that we are trying to push him backward by any means, we are trying to give him a firm foundation on which to build strength and confidence.

I assume that as a result of such a school, your college rate would go up, you would have people who would stand and walk with pride, you would have people more interested in the science and math and in the toal curriculum.

.....provide programs that will enable him to experience what he is learning. If it is important to have him appreciate his own beginnings, why not have a place, a patio area, which would enable the kind of cooking that they have back in the homes, and invite the older people to come in and show them how to fix their favorite foods.....Keep a communication going between the past generation and the generation in which he works.

.....This school should be one which people would enjoy going through as they enjoy seeing your drama. This could be a real show place in terms of education as well as it terms of architecture. A place where the kids will psychologically find pride in the fact that they are Cherokee. By accomplishing this, you will have accomplished something that has never been done in the Bureau where they went to the Indians and asked what would you like in it, what kind of curriculum do you want, what experience do you want your youngsters to have. This is what the Bureau is doing here and they have come to you when you can even say we want the building to look a certain way."

The following information was taken from a study of the Cherokee School and community by a research team from the University of North Carolina at Chapel Hill, North Carolina. This study was completed in 1966 and was titled Cherokee Children and Their School: A Study of Problems of Adaptation.

Most of the information was compiled on a percentage basis rather than by numbers. If one considers that 86% of the families surveyed had at the time an income of less than $3,000 and 32% an income of less than $1,000 the information becomes more meaningful.

It should also be pointed out that these results were tabulated utilizing testing materials designed for students of different cultural background, and in reality illustrates the failure of a traditional type school operation when applied to the youngsters living on the Cherokee Reservation. For these reasons we have requested a school facility which we feel will meet the needs of both of present and future youngsters.

Comparison of drop-outs and those in school, 1964-65, by family income and related variables. (All figures are in percent)

	FAMILY INCOME PER YEAR			
Income	$0-999	$1000-2500	$2600-3000	$3100+
Percent In-School	78.87%	83.69%	81.08%	93.33%
Percent Drop-Outs	21.12	15.30	18.91	6.66

INTERNAL CONDITION OF HOME

Condition	Poor	Fair	Good
Percent In-School	80.45	77.90	90.66
Percent Drop-Outs	19.54	22.09	9.33

EXTERNAL CONDITION OF HOME

Condition	Poor	Fair	Good
Percent In-School	69.23	82.30	87.14
Percent Drop-Outs	30.76	17.69	12.85

ROOM-PERSON RATIO

Number of People per Room in home	2.3+	1.3-2.2	0-1.2
Percent In-School	83.00	84.66	85.91
Percent Drop-Outs	17.00	15.33	14.08

2. Achievement Test Scores

PERFORMANCE BY GRADE ON THE OTIS QUICK SCORING MENTAL ABILITY TEST

Grade	Range of Scores	Mean Scores
6	66-113	92.74
7	57-113	86.36
8	60-113	90-36
Elementary School	57-113	89.82
9	75-116	91.92
10	64.112	89.92
11	90-119	100.63
High School	64-119	93.98
All Grades	57-119	91.95

ACADEMIC ACHIEVEMENT AND FAMILY INCOME PER YEAR (All figures in percent)

Income	$0 - 999	$1000 - 2500	$2600 - 3000	$3100+
Academic Average				
Low	33.80%	29.03%	13.52%	10.00%
Average	59.15	58.06	75.65	56.66
High	7.04	12.90	10.82	33.33

ARITHMETIC ACHIEVEMENT LEVEL AND FAMILY INCOME

(Achievement levels are shown by the difference between actual grade and the grade level achieved on the test. All figures are in percent)

Income	$0-999	$1000-2500	$2600-3000	$3100+
Difference in Grade Level				
Same or Higher	20.25%	14.43%	18.42%	18.18%
0.1-1 yr behind	27.86	20.61	21.05	27.27
1.1-2 yr behind	15.18	23.71	18.42	18.18
2.1-3 yr behind	15.18	16.49	18.42	15.15
3.1 yrs or more behind	21.52	24.74	23.68	21.21

SPELLING ACHIEVEMENT LEVEL AND FAMILY INCOME

(Achievement levels are shown by the difference between actual grade and the grade level achieved on the test. All figures are in percent)

Income	$0.999	$1000-2500	$2600-3000	$3100+
Difference in Grade Level				
Same or Higher	21.79%	20.00%	20.51%	35.29%
0-1-1 yr behind	20.51	14.73	20.51	17.64
1.1-2 yr behind	19.23	25.26	15.38	14.70
2.1-3 yr behind	12.82	20.00	25.64	14.70
3.1 yrs or more behind	25.64	20.00	17.94	17.64

READING ACHIEVEMENT LEVEL AND FAMILY INCOME

(Achievement levels are shown by the difference between actual grade and the grade level achieved on the test. All figures are in percent)

Income	$0-999	$1000-2500	$2600-3000	$3100+
Difference in Grade Level				
Same or higher	29.48%	21.73%	39.39%	32.14%
0.1-1 yr behind	17.94	11.95	18.18	10.73
1.1-2 yr behind	16.66	22.82	18.18	21.42
2.1-3 yr behind	14.10	20.65	6.06	14.28
3.1 yrs or more behind	21.79	22.82	18.18	21.42

A first glance at these statistics would lead one to generalize and assume that students with I. Q. scores below average could be expected to achieve below average. However, it should be noted that the I. Q. tests administered were of a non-verbal type and therefore not truly applicable to our students. One could assume however that failures by these students could be projected in a school with a highly non verbal oriented instructional program.

If one forgets about the age of our present buildings, the scattered locations, and the inadequacy of these facilities and thinks only of what might be accomplished in a new facility and different curriculum, both designed to meet the needs of these students, he could very well justify the construction of a new high school complex.

GENERAL EDUCATION PHILOSOPHY AND PROGRAM

Five major points characterize the program planned for Cherokee:

1. A program that can assimilate with the State schools' system when feasible.

2. A program that meets the needs of all the young people and the needs of the people of all ages in the community.

3. A school which will become the center of community life in Cherokee.

4. A program which will incorporate into it the unique educational needs of the Cherokee people.

5. A program that could be utilized by the community more than 30% of the time, thus, a program that would enhance the community potentials the waking hours of each day.

Recognizing that attempts to establish a state school in Cherokee have failed to produce results, the Bureau of Indian Affairs has encouraged the Cherokee people to participate in the planning of a facility which will not only meet the specific needs of the Cherokee people but will enhance the lives of all who live in and around Cherokee.

In order to meet the needs of all students in grades seven through twelve, the people recognized the need for flexibility of instruction. It recommends that flexibility be the key to all phases of the program and building, in order that all the community might better be served. A program which will make the school the center of community life in

Cherokee is the ultimate aim. Consideration should be given both to the content of the program and to the building to include materials and facilities which will enhance the life of the Cherokee. Dramas, musical programs, athletic events, clubs, are but a few considered as possible activities. A school radio and television station to broadcast throughout the community is highly recommended as essential to reaching all the people. The publishing and circulation of a school newspaper will contribute greatly toward making this truly a community's school.

A program which will incorporate into it the unique characteristics of the Cherokee people will include course offerings in Tribal history and government and the Cherokee language. It is recommended that the physical plant be enticing to Cherokee participation. Cherokee culture and art should be the theme of the building, utilizing outstanding Indian artists and possibly services of the Institute of American Indian Arts. Consideration should be given the construction of a seven-sided building reflecting Cherokee clanship. Facilities should be provided to dramatize Cherokee productions both in the fields of drama and of the practical arts.

The Cherokee School should enhance the life of the community twenty-four hours a day. Facilities should be provided to conduct community meetings, dances, exhibits and study. The building itself should be

a work of art pointing out the accomplishments of the Cherokee people.

Beyond utilitarian and functional requirements, the aesthetic and environmental values of this school were considered of major importance. The qualities of both the traditional Indian and contemporary cultures should be respected. Thus the school should reflect not only the heritage of the Cherokee, but his aspirations as well.

The general environment described by the architecture should be one not totally unfamiliar to the Cherokee and should be in harmony with the surroundings. Use of indigenous materials is recommended, institutional qualities should be minimized. Surrounding the school complex liberal use of courtyards and semi-intimate spaces is highly recommended. These areas may utilize sculpture, fountains, feature native plant specimens and function as outdoor teaching spaces or exhibit areas. Utilization of textiles, sculpture, paintings, etc. by prominent professional Indian artists and craftsmen is recommended, provided a strict standard of excellence is maintained.

EDUCATIONAL PROGRAM CONSIDERATIONS

Enrollment in the Cherokee High School by 1970 will be 500 students and based upon present enrollment projections this will certainly increase to 600 by 1975. However, this could well be 700 or more by that time if a substantial number of Cherokees now attending public and off-reservation boarding schools take advantage of the new high school facilities at Cherokee and if non-Indians in the community begin attending Cherokee schools.

The student age group will range from 12 to 20 years old, ordinarily classified as seventh through twelfth grade enrollees. The building is being planned not only as a school but also as a community learning center and will be utilized 30% of the time by the adults of the community. We have attempted to design specifications which will meet the needs not only of the school age children, but also the community.

The plant will be operated as a day school. Specific attention should be given to a bus loading area which will accommodate approximately 25 vehicles and parking facilities sufficient to accommodate some students and the entire staff, since only one or two living facilities will be constructed within one-half mile of the school site.

Presently, curriculum studies and revisions are underway to reorganize the Cherokee High School into a multi-phased type program, whereby traditional subject areas as English will be reorganized into different units ranging in length from three to twelve weeks. Team teaching, modular scheduling, and activity centered learning situations will be utilized to promulgate an individualized instructional program.

The various disciplines of the program are to be housed in a compact rather than campus type facility. Within this facility are to be instructional centers comprised of as many "quads" as necessary, each quad with a capacity for 80 students. These quads can be divided by movable walls into either two or four units for small group or individualized type activities. Each instructional center is to contain teacher offices, work-conference rooms, a satellite material center, a small work room for para-professionals, and sufficient storage area for b[illegible] equipment, materials and supplies.

Provision for both open and closed circuit television and radio must be provided in each center. Each unit should include facilities for originating and receiving television and radio programs. Units should be designed to receive programs from regular television and radio stations, educational television stations, programs originating from the Cherokee High School radio and television control center, and programs originating in other centers within the building.

Part of the everyday routine of a school operation is caring and cleaning of the buildings. Custodial services are very essential

for the successful operation of schools. Storage rooms must be carefully planned and dimensions must be related to the items to be stored and handled; they should be accessible to delivery areas. The storage rooms should be equipped with a floor level mop sink with both hot and cold running water. There should be adequate space for such equipment as mops. brushes, brooms, pails, cleaning compounds, wax, towels, soap, stepladders, supplies, and the numerous tools required by a successful maintenance program.

Electric Water Fountains: Electric water fountains should be provided in strategic points throughout the building.

Electrical Outlets

No section of the building should be further than twenty feet from the nearest electrical outlet. This will facilitate the use of such electrical equipment as floor scrubbers, vacuum cleaners, and power operated instructional equipment.

Toilet Facilities and General Service Equipment

Toilet facilities should be available for both sexes at convenient locations. Attractive, modern, sanitary fixtures in easily cleaned, well lighted, properly ventilated toilet rooms must be provided. Floor drains and hose bibs are required in all gang toilet rooms. Soap dispensers, waste containers, mirrors, book shelves, and hand drying facilities are essential. Mirrors should be placed at convenient locations other than directly in front of the lavatory.

Girls' toilet rooms should be given special consideration. A full length mirror is necessary for personal grooming. Sanitary napkin dispensers and waste containers should be available. Positive, mechanical, exhaust ventilation with ducts separate from other rooms should be provided for all toilet areas. The number of toilet fixtures to be provided in relation to the pupil capacity of the building should be at least equal to the minimum ratio set by State and Federal regulations. Water, sewer, gas and electrical lines are needed throughout the plant. Provisions should also be made for the following:

1. A general two-way intercommunications system for verbal communications for all areas of the school plant, including outside activity areas.

2. A program clock and signal system throughout the entire school.

3. A fire and emergency alarm system installed according to specifications and requirements of state and local codes.

4. Lockers centrally located and easily accessible for the entire student body.

5. A mainline cut off gas valve in math-science center.

Proper educational usefulness of a school plant cannot be realized unless the enclosed spaces and the related areas are conditioned effectively to contribute to the fulfillment of the goals of a school.

Research has shown that proper control of the thermal, sonic, and visual elements along with the proper furniture and equipment will enhance the learning process. A balance of these factors is essential and although economy is and should be an important factor in school plant planning, it is no excuse for surrender of needed environmental conditions.

Thermal environment is very important to students and teachers alike. The learning process can be inhibited by such things as high and low temperatures, too much draft, too much humidity and stale air. Heat gains through glass, varying occupancy loads and changes in the outside temperature are important factors which cause unfavorable conditions in the classrooms. There are four environmental factors which influence body comfort. These are: air temperature, radiant temperature, relative humidity, and the motion of the air. These should be controlled as much as is reasonably possible. To do this the heating and ventilating system must be able to perform the following functions: (1) supply heat for quick warm-up, (2) supply heat for heat loses from the room, (3) supply tempered and outside air for removal of excess heat, (4) dilute and remove body odors by ventilations, (5) refrigerate and circulate air when the outside temperature rises above an effective level for cooling, and (6) automatically control each space independentally. The activities to be undertaken in this high school make it mandatory that individual controls be provided for each section of the building. As different temperatures are required

for different activities, they must be provided for by a carefully planned system of controls.

Sonic Environment

It should be recognized that uncontrolled sounds in schools are serious handicaps to the learning process. Interference with proper communications in the learning process is but a part of the problem of sound control. The effect of noise on mental and emotional health is of great importance to teachers and pupils. Noise may be annoying or distracting; it may cause fear or anxiety, and add irritation, frustration, or fatigue. The educational opportunity that is lost when sound control is poor may be reflected by distractions from work, restlessness, lack of reasonably quite climate for study, apparent disorder and poor behavior patterns. It can be seen then that a school produces noise and by the requirements of this operation requires a quiet atmosphere. These factors impose requirements on arranging the spaces, noise prevention by sound insulation and sound suppression and reverbration controlling acoustical treatment. Although some spaces may require much special attention, no space to be used by students and teachers can be overlooked when making provisions for sound control. It is recommended that special attention be given to the following: (1) arrange all spaces to isolate the greater noise producing activities, (2) reduce sound transmissions through ceiling, floor and wall by utilizing proper acoustical materials, (3) reduce reverbration in instructional areas, halls, and other

spaces when needed, and (4) give special acoustical treatment to large spaces such as auditorium and cafeteria.

Over 80% of our learning is acquired through ocular perception. It is important that the eyes be guarded against injury from improper balance in the visual environment. Providing proper lighting, decorations and colors will have remarkable effects on children. A properly balanced visual environment will perform the following functions: (1) improve the rate of production by the students, (2) encourage learning and desirable behavior through a physologically pleasant atmosphere, (3) protect health by requiring a minimum of adaptation to abnormal visual conditions and (4) afford safety by eliminating physical hazards.

Color affects and influences all human beings of all ages physically and psychologically. It has been shown that some colors stimulate and excite while others sooth and relax, and still others create fatigue, depression, and irritation. This is but one complex factor. Geographical location, nearby structures, outside detail, orientations, size and shape of room, interior architectural problems, types of lighting fixtures, color, age of occupants, and type of activities are other considerations in using color. Decorations of all areas should utilize Cherokee designs and portray their culture. Materials indigenous to the Cherokee Reservation should be utilized for construction.

The quantity of light must be considered to secure balanced lighting.

Quality depends on: (1) the location and intensity of the source and (2) the environment and surroundings of the light. Natural and artificial lighting may be utilized, however, natural light is extremely difficult to control. Artificial lighting becomes necessary when natural light is inadequate. Light fixtures of a semi-direct, general diffusing or indirect type are recommended. Flourescent lamps are recommended in classrooms and other spaces where high levels of intensity without excessive brightness are required. Minimum levels of illumination for certain activities and areas in the school building vary significantly and illumination for particular activities should be carefully studied. Switches capable of dimming or intensifying the illumination should be utilized.

Furniture and Equipment

In order to insure a sound educational program and to obtain the proper learning conditions, school and classroom furniture and equipment must be a part of the initial planning of the school structures. Buildings are only a shelter until they are properly furnished and equipped. Furniture and equipment should be tailored for each instructional center. It should fit in with the visual environment, and fit the individual requirements of the students in regard to size, comfort and health. School furniture and equipment should be selected on the basis of the following criteria: flexibility, attractiveness, safety, durability, comfort, and ease of maintenance.

Carpeting has been found to be the most economical covering for the

floor in educational institutions. Not only is it easier to maintain, it is more attractive, accidents due to slippage and falls are reduced, acoustical benefits are derived, and pupil attitudes and behavior patterns are strengthened. Wherever feasible, carpeting should be utilized.

Plans should be designed with a maximum attention to flexibility. Many changes may be expected to occur within the normal life span of buildings now being planned. These changes will likely involve enrollment, curriculum content, and methods of teaching. Rapid and drastic changes in science, industry, commerce, and American culture require changes in the classrooms, shops, and laboratories of all schools. The most expensive building, therefore, is the building which is traditionally designed to accommodate a static program for a fixed enrollment. The best value in school buildings today is one in which teaching stations can be expanded and varied in a balanced manner to accommodate increasing enrollment and a changing program. It is one in which the enclosed spaces can be enlarged or subdivided at minimum cost and inconvenience.

Figure 1

Cherokee Population[1]

Age	Male	Percent of total population	Female	Percent of total population	Totals	Percent of total Population
0-18	1296	19.8%	1276	19.5%	2572	39.3%
19-35	798	12.2	792	12.1%	1590	24.3
36-55	805	12.3	811	12.4	1616	24.7
56+	393	6.0	366	5.6	759	11.6
Totals	3292	50.3%	3245	49.6%	6537	99.9%

Figure 2
School Enrollment

Grade	1966-67	1967-68	1968-69
Kdn.	95	106	122
1	70	105	94
2	94	76	106
3	99	95	77
4	96	100	91
5	62	97	95
6	84	62	99
Total	600	641	684
7	77	90	64
8	69	69	91
9	85	82	79
10	53	75	80
11	49	54	66
12	33	36	46
Total	366	406	426
Tot. Enr.	966	1047	1110

Dropouts	50
In other schools	24
Sch. Pop.	1040

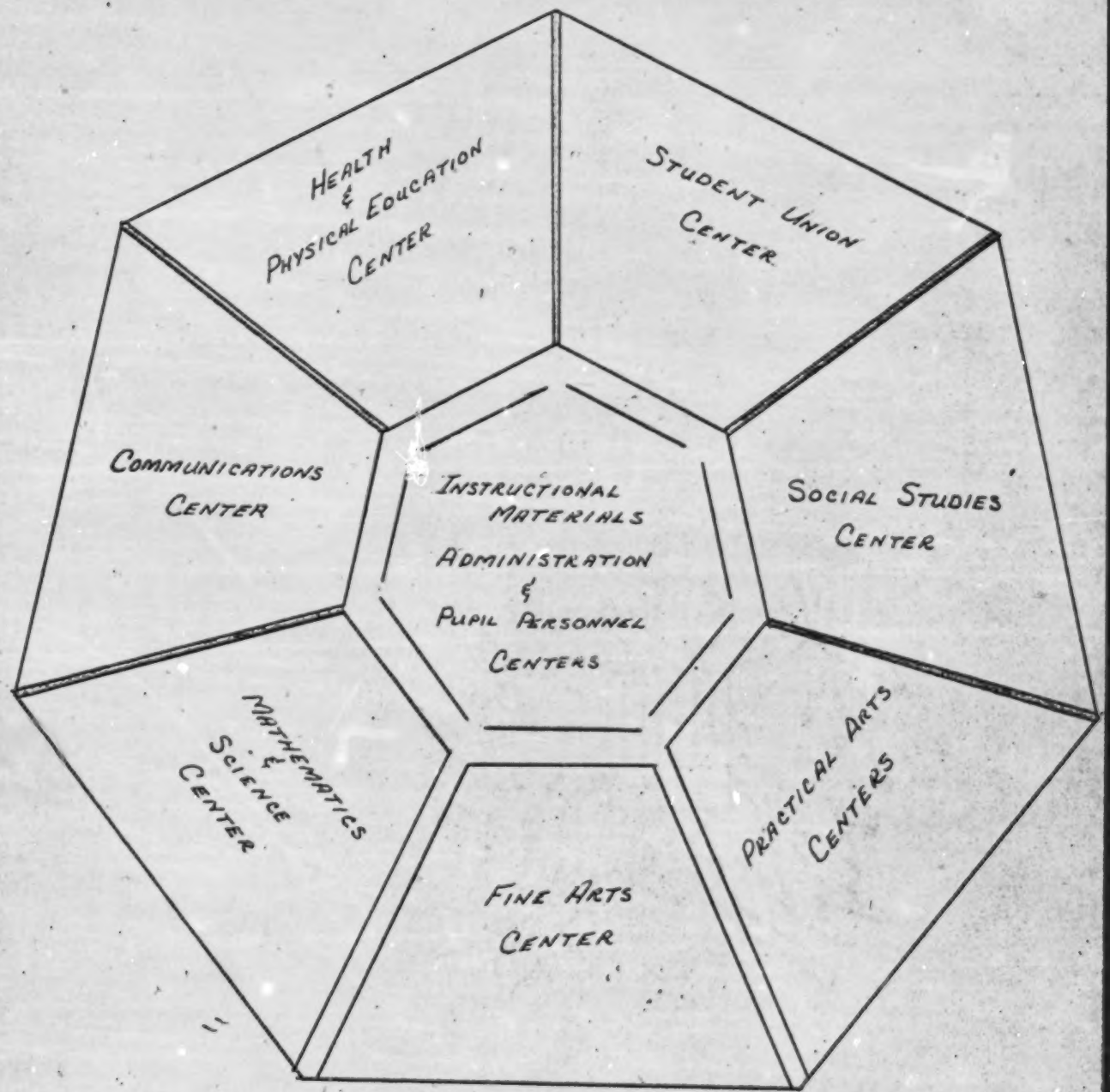
Figure 3
Projected Enrollment[2]

Grade	1969-70	1970-71	1971-72
Kdn.	135	130	120
1	122	135	130
2	94	122	135
3	106	94	122
4	77	106	94
5	91	77	106
6	95	91	77
Total	720	755	784
7	99	95	91
8	64	99	95
9	91	64	99
10	79	91	64
11	80	79	91
12	66	80	79
Total	479	508	519
Tot. Pro. Enrollment	1199	1263	1303

1Cherokee Children & Their School, A Study of Problems of Adaptation; Henry Smith, Robert Pickard, Thomas Books, University of North Carolina. 1966.

2Projected enrollment is based on 1968-69 school enrollment. It does not take into account the number of dropouts nor the number of students attending other schools.

CAMPUS COMPLEX



INSTRUCTIONAL MATERIALS CENTER

The center of the school facility both by location and function should be the instructional materials center. To provide meaningful learning opportunities a laboratory, supplied with sufficient books, equipment, and supplies to be utilized by both the student and the teacher must be included within this center. A facility where individuals may come to study, listen, or browse in a relaxed comfortable atmosphere, is of utmost importance for our students and adult members of the community.

The library area will have adequate reading rooms, seminar rooms and space for individual study and research. Every effort should be made to provide the students of Cherokee with a learning environment that they will accept and use. Both wet and dry carrels are recommended. It is also recommended that carrels not be limited to the library area, but should be attractively stationed throughout the school.

The resource area will be a sophisticated materials production area where various AV materials can be developed. Duplicating equipment, dark room, typewriters, etc. will be housed in this area for student and community use.

The communications area will include a radio and television station recommended by the Task Force as highly desirable for total community involvement. It will include facilities for braodcasting and receiving open and closed circuit television and radio. Facilities for producing live programs from and for all parts of the school should be available. Facilities for printing the school-community newspaper and school annual will be included.

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. General Library & Reading Area (Lounging chairs throughout area)	200	1	3
2. Book Shelving (30,000 volumes)	-	1	-
3. Carrels			
a. Wet	1	25	-
b. Dry	1	25	-
4. Seminar Rooms	12	4	-
5. A.V. Library (2,000 pcs.)	-	1	1
a. Preview Room	12	1	-
b. Teacher Carrels	1	2	-
6. Control Center			
a. Production (Studio type for Radio & T.V. production)	20	1	-
b. Video Tape Recorder area	2	2	1
c. Production Room	12	1	1
Typing facility			
Storage			
d. Dark Room	3	1	-
7. Teachers' Lounge	30	1	-
a. Restrooms			
b. Small kitchenette			
8. Equipment and Materials Storage	-	-	-

All carpeted, acoustical walls and ceilings with exception of dark room.

COMMUNICATIONS CENTER

The communications center should assist students to:

1. Better understand his own first language whether it is Cherokee or English.

2. Realize the necessity of acquiring skills in all areas of communication - auding, speaking, reading and writing.

3. Be provided opportunities to choose units and materials which meet his needs and serve his ambitions.

4. Develop skills in locating, selecting, and organizing information.

5. Formulate conclusions through evaluation of materials as to whether they are propaganda, personal opinion or fact.

6. Learn to interpret rather than copy or memorize.

7. Acquire an abundance of experiences as a foundation for communication.

8. Respect the rights of other individuals and cultures in their expression and thought.

9. Be more creative in thinking, speaking and writing.

10. Develop an appreciation for communication.

It is believed that the development of communication skills of the

Cherokee youth is a prerequisite for each to realize his potential, and become a successful member of his ever changing environment.

If he is one of the fortunate members of the present Cherokee youth, able to understand and utilize the Cherokee language, he must become capable in the English language as well. Only through contrastive analysis of his language and an understanding of the differences in English will he be able to succeed. If he does not speak Cherokee, he still must understand and be able to analyze the legends, myths and beliefs of his own culture before he will comprehend that of the non-Indian society.

The curriculum being planned will be centered around ideas and concepts rather than texts; however, materials utilized and activities carried out will stress the basic skill of communication - auding, speaking, reading and writing. Modular scheduling will permit opportunities for the utilization of student time for optimum benefits.

The communications center needs the following facilities:

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. Instructional Quad	80	2	8
2. Language Lab	30	1	1
3. Reading Lab	20	1	1
4. Student Conference Room	10	2	-
5. Teacher Planning Area	10	1	-
6. Materials Center	20	1	-

All spaces carpeted, except storage.

SOCIAL STUDIES CENTER

The social studies center should assist students to:

1. Understand how peoples lives are conditioned by their natural environment, culture, heritage and an everchanging society.

2. Understand the interdependence of peoples and nations.

3. Develop attitudes and skills rather than specific facts.

4. Learn to work together in groups, large and small.

5. Respect the individual rights of peoples and cultures.

6. Acquire desirable attitudes toward civil responsibilities as well as civil rights.

7. Investigate and evaluate some of the major developments in the growth of his community, state, nation and world.

8. Understand how man governs and how he is governed.

9. Realize that all people have shortcomings regardless of their race, creed or color.

10. Understand the economic and social aspects of the Cherokee Reservation, as well as neighboring communities and cities.

11. Understand freedom and his responsibility for preserving and improving the democratic way of life.

The social studies should help each student develop through the

comprehension of his experiences into a productive member of his society. To accomplish this goal, he will need assistance and guidance to examine his social world, become aware of its composition and develop a philosophy, attitudes, and understandings which will enable him to overcome its pitfalls.

The social studies program should produce an enlightened and inquiring citizenry, one capable of recognizing a problem, observing and analyzing the conditions and their causes and projecting the outcomes of several alternatives. Materials utilized should provide opportunities for independent and group research and discussion. No longer can history be studied for history's sake, neither can it all be studied. What is learned must have relativity not only to todays society, but that of twenty to thirty years hence.

If the student is to become a self-respecting, self-supporting, contributing individual, he must be taught the skills necessary to get along with other individuals and societies. Only through a multi-media approach, designed to provide a multitude of opportunities for discussions, group activities and experiences meaningful to the student, but not necessarily the teacher, may this dream become a reality.

The social studies curriculum of the Cherokee High School shall include: Development of our community (Cherokee), Development of our State (North Carolina), World Studies, American Studies, The Democratic Process, Economics, Social Aspects of Todays Society, World Geography, Individualized Studies for Advanced Students.

The Social Studies Center needs the following facilities:

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. Teaching Quad	80	1.5	6
2. Materials Center	20	1	-
3. Student Conference Room	10	3	-
4. Teacher Planning Area	6	1	-
5. Equipment & Materials Storage	-	1	-

All spaces carpet, except storage.

MATHEMATICS AND SCIENCE CENTER

The mathematics and science center should assist students to:

1. Provide sound mathematical training for future leaders in science, mathematics, and other related fields.

2. Provide an opportunity for the student to explore and discuss for himself realizing that exploration leads to discovery.

3. Create an interest in the fields of mathematics and science so that students will think and explore as they grow older in life.

4. Provide opportunities for growth in the understanding of scientific fact and mathematical principles.

5. Provide for growth in the development of appreciation for the things that mathematics and science is providing for us today.

6. Provide for individual student participation in activities in the scientific and mathematical field of his choice.

7. Insure mathematical competence for the ordinary affairs of life, to the extent that this can be done for all citizens as a part of general education.

8. Give exercise in and appreciation of the fundamental mode of thought which mathematical thinking best represents.

9. Develop in the student an appreciation of mathematics as a science.

10. Understand and appreciate the methods of inquiry, the techniques of experimentation, and the nature of mathematical and scientific proof.

11. Learn to differentiate between theory and scientific law.

12. Understand and learn the phases of science which are relevant to the people of this area.

13. Develop an understanding of the nature of scientific inquiry and the scientific method.

14. Develop in the student important attitudes of mind.

15. Cultivate devotion to truth, originality in action, neatness in solutions, respect for a good reputation in the minds of the student.

16. Learn to think.

Mathematics is the foundation of the science and technology that has given us the highest scale of living in the world.

The increasing contribution of mathematics to the culture of the modern world, as well as its importance as a vital part of scientific and humanistic education, has made it essential that the mathematics curriculum in our schools be both well selected and well taught. It is believed that mathematics should be learned from the standpoint of structure, logic, patterns, and internal systems. Activities in mathematics should lead students to an understanding that mathematics is a way of thinking.

The mathematics curriculum will consist of both traditional and the modern mathematics concept in the areas of fundamental mathematics, algebra, geometry, and advanced mathematics.

Students of science will be provided experiences which will aid them in understanding and appreciating the natural environment in which they live.

The science curriculum will employ the latest in scientific and educational science teaching techniques. Curriculum study projects such as Biological Science Curriculum Study, Physical Science Curriculum Study, Modern Chermistry, Earth Science, Physical Science, and General Science will be utilized in science. Students will be encouraged to learn by doing rather than reading about and watching others perform.

Three teaching quads are recommended for the Science-Math complex with two 16 student units being used for individual projects. Six remaining instructional areas are to be multi-purpose labs capable of supporting any high school science offering requiring a lab facility. Four units are to be constructed as a quad capable of facilitating team teaching or small group instruction.

It is recommended that the two science quads be constructed around a large storage area that will open out to each science lab. The sophisticated science storage will support the moving of specialized science apparatus in the labs when needed.

The following facilities are needed in the Mathematics-Science Center:

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. Teaching Quad (Lab)	64	2	4
2. Teaching Quad Inst.	80	1	4
3. Individual Project Area	8	2	-
4. Teacher Planning	8	1	-
5. Storage	-	2	-
6. Greenhouse		1	-
7. Animal Storage		1	-
8. Planetarium		1	-
9. Materials Center		1	-
10. Student Conf.	6	2	-

Items 1, 2 & 3 - AV-TV capability.

Item 5 - Large sophisticated storage area opening into each science lab.

- Stain proof floors
- Centralized gas system with control valve
- Storage large enough to store books, TV equipment, etc.

materials and supplies, locate close to teachers planning area.

Each quad provided with a projection screen.

PRACTICAL ARTS CENTERS

The practical arts centers should assist students to:

1. Gain an understanding and appreciation of the advantages of a democratic economic society.

2. Acquire information through exploratory experiences and a variety of activities which will enable them to gain an interest in industrial and business occupations.

3. Make students aware of the opportunities and requirements of employment in Cherokee and other locations throughout the State and nation.

4. Develop pride in being able to create through worthy time interests.

5. Develop manual abilities in the use of tools, machines and materials for an orderly completion of tasks.

6. Develop and extend knowledge about the production, consumption and utilization of products and processes of the home and industries.

7. Establish a sense of relativity between reading, writing, arithmetic and the world of work.

8. Stimulate interest in getting a job.

9. Develop the ability to adequately meet the challenges of our ever changing society, adapt whenever conditions demand, and become a productive member according to his own interests and abilities.

The primary purpose of the school in any society is to acquaint the

young with the culture in which it lives. Through exploratory experiences he must discover his interests, abilities and attitudes toward the world of work. Today's world of work requires that our youth be equipped with the skills necessary to cope with a technological culture. It is therefore necessary to acquaint youth with the technological or industrial complex of today's society.

A Cherokee youth of today is faced with many decisions. Adjacent to and within the boundaries of the Reservation lie many industrial complexes. His closeness to a national park and the tourism benefits thus derived offer vast economic potential for the future. Employment opportunities within a 150 mile radius of the Reservation are abundant, provided he is skilled. If he is to take advantage of these opportunities he must receive the training which will enable him to make a living and adapt to living in various geographic areas as well.

We request three types of practical arts centers, all developed to enable each student to realize his capabilities and ambitions. These three centers are the business education center, homemaking center, and careers center.

BUSINESS EDUCATION CENTER

This discipline will include course offerings in typing, shorthand, bookkeeping, business machines, data processing, business law, business mathematics, and business English. It is recommended that a lab resembling a business office be provided. One large typing lab, and three instructional units are also recommended.

Facilities needed in the business education center include:

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. Instructional Quads	72	1.5	3
a) Typing lab	(30)	1	-
b) Instructional Units	(20)	3	-
c) Business office	(6)	1	-
d) Business machines	(12)	1	-
2. Teacher-Planning	3	1	-
3. Materials and Equipment Storage		1	-

All spaces carpeted, acoustical ceilings and walls.

HOMEMAKING CENTER

The homemaking center will be utilized by boys and girls at all levels. Courses in family living, home management, and consumer education are advantageous to both sexes. Courses will include these three areas in addition to child care and development, clothing and grooming, food preparation and pre-health careers.

Facilities needed in the homemaking center include:

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. Instructional Quads	64	1.5	4
a) Child care & development	16	1	-
b) Home management apt.	12	1	-
c) Clothing lab & attached grooming room.	16	1	-
d) Food & nutrition lab with common dining rm. lounge	16	1	-
e) Pre-health careers	16	1	-
f) Home Economics Lab	16	1	-
2. Teacher-Planning Area	4	1	-
3. Materials & Equipment Storage	-	1	-

CAREERS CENTER

The careers program can best be described as two inter-related programs designed for junior high and senior high students. The junior high program will afford all students both boys and girls the opportunity to explore and understand manufacturing and industries, vocations and their requirements, and a general familiarity with the graphic arts, paper, leather, textiles, ceramics, plastics, rubber, chemical, foods, metals, woods, tools, machines, and driver education. The senior high level will offer more specialized exploratory courses related to types of power and transportation, electricity and electronics, construction, communications, service industries, industrial production, industrial management, research and development, and the relationship between technology and man. Facilities should be a laboratory which will permit research, experimentation, development, design, invention, construction with materials, processes, and the interpretation of concepts, principles and theories.

Sequence:

Seventh grade students completing technical drawing would move into general shop area the next semester. All seventh grade boys and girls will be required to take one semester of technical drawing and graphic arts; 8th and 9th grade General Shop; and, 10th, 11th and 12th grade American Industries as electives.

Facilities needed in the careers center include:

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. General Shop	64	1.5	4
a) Metal b) Woodworking c) Elec. & Electronics d) Plastics e) Ceramics f) Graphic Arts			
2. American Industries	64	1	2
a) Manufacturing b) Communication c) Power d) Transportation e) Building Construction f) Industrial Organization & Occupation			
3. Teacher Office	6		
4. Materials Center	20	1	-
5. Instructional materials and supplies storage			

General air compressor with a number of air outlets in the shop.

Gas needed in some shop areas.

Adequate ventilating and dust collecting systems for appropriate areas.

Floors - vinyl or better.

Abundance of duplex receptical must be provided in both 110-120 and 220.

Master switch to control all electricity but lights provided and located in offices.

A spray booth for the finish room and the finish room doors should have filters - odors and dust proof.

Shelves built-in, in the materials storage, finish room, project storage room.

Double doors provided on the outside entrance to all lab areas, with a door level ramp.

Fixtures in technical drawing room to run diagonally.

Raised platform in front of technical drawing room 14" above level of floor.

Cabinets 36" high with formica top to run along one wall of the technical drawing room. Drawers and sink included.

Electric drinking fountains and hand washing facilities in all lab areas.

Student book storage in all lab areas.

Tackboards in all labs.

Display case in hall outside.

Furniture for the planning area, conference type tables and chairs.

Magnetic chalkboards in all instructional areas.

Chalkboards to be an adjustable type.

FINE ARTS CENTER

The fine arts center should assist students to:

1. Develop his capabilities to appreciate beauty in literature, art, music, speech and drama through participating in a variety of experiences.

2. Develop a creative attitude through use of a variety of materials conducive to self-expression.

3. Develop a pride in and appreciation for the aesthetic contributions of his culture.

4. Use their art abilities to express ideas and effectively communicate with others.

5. Appreciate the harmony and beauty of good design.

6. Strengthen self pride and confidence through successful completion of projects.

7. Learn to interpret rather than imitate.

8. Develop critical thinking through self and group evaluation.

9. Respect individual differences and the personal abilities, materials, tools and rights of others.

10. Have access to a wide variety of media, equipment and instruments which will enable him to work freely in the artistic field of his interests.

11. Properly utilize leisure time.

12. Realize this local area's income potential for well designed and crafted products of native material.

Fine arts is an essential part of any school program designed for the education of all. This is especially true of the Cherokee youth. His culture is greatly enhanced and enriched by all aspects of art. Through appreciating and understanding of the arts of various cultures he should gain a better understanding of their histories and the contributions of these ethnic groups.

To provide the many and varied experiences in art the curriculum should include: drama, creative writing, painting, wood carving, sculpturing, fabric art, weaving, pottery, lapidary, band, chorus and music appreciation.

The following facilities are needed in the Fine Arts Center:

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. Auditorium	1000	1	-
2. Band Room	90	1	1
3. Chorus	60	1	1
4. Piano Lab	10	1	-
5. Art (two dimensional) Studio	20	1	1
6. Art (three dimensional) Lab	20	3	3
7. Teacher Planning	6	1	-
8. Materials & Equipment Storage	-	-	-
9. Display Gallery	-	-	-
10. Storage Areas	-	-	-

a) The piano laboratory facilities should be conducive of teaching a group of students simultaneously rather than individually.

b) Band and chorus rooms should contain risers and individual practice rooms.

c) The auditorium should be flexibly designed conducive to various types of theatrical and assembly functions. Dressing rooms, restrooms, projection room, orchestral pit, stadium type seating, ticket booths and display cases are to be an integral part of the facility.

d) All areas carpeted, including floors of auditorium, except the three dimensional art laboratories.

HEALTH AND PHYSICAL EDUCATION CENTER

The Health and Physical Education Center should assist students to:

1. Develop an understanding of the importance of personal and family health, exercise, and recreation.

2. Acquire skills and abilities in the development of:
   a) Psychomotor skills
   b) Proper coordination of special senses with body movement
   c) Skills related to natural, racial activities
   d) Bodily control
   e) Skills common to America generally and to one's locality particularly.

3. Reach a cultural aim in the:
   a) Development of understanding and appreciation of the techniques and strategies of sports.
   b) Development of proper use of leisure time.
   c) Improvement of morale through improving the body.

4. Develop mental hygiene by:
   a) Eliminating or diminishing worry and stress through developing appropriate interests and habits of engaging in exercise and sports.
   b) Increasing general natural vigor.

5. Develop desirable habits in:
   a) Establishing a schedule of daily activities that fit one's own being.

6. Reach a physical aim in the:

   a) Development of endurance sufficient to meet the needs of stress.

   b) Developing of strength enough to do normal life tasks without undue strain.

   c) Understanding of normal growth and development.

7. Reach a personal aim in the attainment of:

   a) Sportsmanship

   b) Leadership

   c) Positive active qualities

   d) Positive mental qualities

   e) Self-control

   f) Social cooperation

   g) Qualities of efficiency

   h) Sociality

8. Attain prestige by the promotion of school spirit.

9. Gain applied knowledge in the proper health procedures as related to physical exercise.

10. Attain prestige in presenting interesting performances or shows.

11. Understand the rules that govern the game.

12. Attain knowledge of techniques and methods.

13. Develop good habits in:

   a) Diet
   b) Sleep
   c) Personal hygiene

14. Learn of the following health hazards:

    a) Obesity

    b) Anemia

    c) Improper diet

    d) Intestinal parasites

    e) Smoking

    f) Narcotics and other hallucinatory drugs.

15. Develop an understanding of the biological, psychological, and socio-cultural factors which affect interpersonal relationships such as family living and human sexuality.

The purpose of teaching physical education and health is no different than the purpose of education itself. The physical education and health centers' primary purpose of health and physical education is to direct potentialities, energies, and creative abilities toward humanly constructive behavior.

The curriculum will be developed around the individual and community health, physical, and social requirements and needs. Our aim will be to enhance the growth and well-being of the individual by increasing the understanding and principles of sound health practices. Courses will include Health 1, 2, 3 and 4 for all students, Physical Education 1, 2, 3 and 4 for all students and two advanced elective courses in Physical Education.

The existing gymnasium will serve for varsity athletics and for all

spectator sporting events, thus, requiring only physical fitness laboratories at the new school. The physical fitness laboratories should include a large area for instruction, locker rooms, weight-lifting room, equipment storage rooms, and individual teaching units.

An indoor-outdoor swimming pool should be conducive to recreational and social events as well as to physical education year around.

Facilities needed in the Health and Physical Education Center include:

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. Boys & Girls Health & Physical Fitness Lab	400	1	4
a) Basketball Courts 75'x40'	5-20	2	-
b) Volleyball Courts 30'x60'	5-20	2	-
c) Badminton Courts 20'x44'	5-20	2	-
d) Shuffleboard	5-20		
e) Table Tennis	5-20		
f) Gymnastics	5-20		
g) Weight Lifting	1-5	10	-
h) Golf putting green & driving net	5-20	1	-
2. Intramural Field 600'x600'		1	-
Football and track stadium	3,000		
440 yard track with 220 yards straight-a-way surrounding the football field			
Baseball		1	
Tennis, hard surfaced area		4	
Field hockey		1	
Archery		1	
Soccer		1	
Toilets for public use at football field.			
3. Indoor-Outdoor Swimming Pool Olympic size		1	
4. Teacher-Planning Area	4	1	-
a) Private showers			
b) Private bathrooms			
c) First Aid room			
5. Health Instruction	25	2	-
6. Dressing Rooms	50	2	-
a) Lockers	300	2	-
b) Showers	25	2	-
c) Laundry storage			
d) Supply rooms	1	6	-

The dressing areas should be so constructed that certain areas can be closed.

STUDENT UNION CENTER

The S.U.C. is a facility which would combine the features of the dining hall and student leisure time activities.

In this facility the noon meal will be prepared and served. This space will serve as a lounging area for the students. Flexible seating arrangements will provide capabilities for various functions, such as dances, community activities, large group lectures, etc. This space will provide facilities for educational seminars and workshops for various student and community functions, meetings, banquets and dances. Space should also be provided for traveling exhibits.

The offices of the student body government will be housed in this center as well as a snack bar and a student book store to be in operation year round and available to the community.

In close proximity and designed in conjunction with the center is to be constructed an amphitheatre which will seat about 250 people. Activities in this facility will greatly enhance the life of students and the Cherokee people by way of outdoor concerts, lectures, assemblies, pep rallies, etc.

The Student Union Center needs the following facilities:

FACILITY	GROUP SIZE	NO. OF FACILITIES	STAFF
1. Dining Area	400	1	-
2. Food Preparation Area	-	1	-
3. Food Serving Area	-	1	-
4. Lecture Platform	1-10	1	-
5. Trophy and Display Cases	-	2	-
6. Snack Bar and Book Store	30	1	-
7. Conference Room	20	2	-
8. Student Bank	5	1	-
9. Amphitheatre	250	1	-
10. Teacher Planning Area	2	1	2
11. Storage (Equipment, Chairs, Tables)	-	-	-

ADMINISTRATION AND PUPIL PERSONNEL CENTER

The administration has the responsibility to:

1. Provide leadership for the students and faculty.

2. Encourage innovative techniques for solution of problems.

3. Involve student, parents, faculty, community leaders, and resource persons in the school.

4. Provide opportunities and information which will allow the student to better understand himself and the faculty to better understand the students and community.

5. Insure the curriculum, as developed through cooperation of the student body, faculty and community, enables the student to develop intellectually, physically, emotionally, morally and socially according to his own ability.

6. Provide opportunities for each student to develop cultural and aesthetic appreciation.

7. Provide materials, supplies, faculty and supervision necessary for an effective school operation.

The administration complex is planned to accommodate the principal, assistant principal, team teaching leaders, a registrar, guidance counselors, school social workers, a clinical psychologist, and clerical personnel. It will house the centralized communication system, storage space for supplies, books, equipment, and a walk-in

fireproof vault. It should be centrally located and easily accessible to the entire student body.

ADMINISTRATION COMPLEX.

Activities in the administrative space will include reception, record keeping, bookkeeping, clerical, stenographic work and pupil personnel services. Storage space for supplies, books, equipment, vault, intercommunications system to receive and transmit. All spaces to be carpeted.

Facilities needed in the Administration and Pupil Personnel Center should include.

FACILITY	SIZE (Sq. Ft.)	NO. OF FACILITIES	STAFF
1. Reception Room	400 sq. ft.	1	-
2. Principal's Office	200 sq. ft.	1	1
3. Ass't. Principal's Office	150 sq. ft.	1	1
4. Clinic	300 sq. ft.	1	1
5. Conference Room	400 sq. ft.	1	-
6. Counselor Conference Room	125 sq. ft.	6	6
7. School Social Workers Offices	125 sq. ft.	2	2
8. Psychologist Conference Room	125 sq. ft.	1	1
9. Vault, walk-in and fireproof	200 sq. ft.	1	-
10. Clerical Space	400 sq. ft.	1	5

General Reception Area:

Furnished attractively with chairs and coffee tables for waiting areas. Secretary's furniture placed near inter-communication system. A counter top work surface with storage space beneath.

Principal and Assistant Principal Offices:

Visitors, teachers, and students should have easy access to the Principals office. This space should have a door that opens into the outside corridor. It should be located in close proximity to the conference area, with a folding wall between it and the conference area.

Clinic:

Two cots, scales, floor type medicine cabinet, storage for linens, tissues, other supplies, a screen to separate each bed, a toilet and lavatory.

Conference:

Adjacent to reception area, principal's office, chalkboard, tack board, permanent movie roll type screen mounted on wall. Posture chairs, two large conference tables and shelves for books.

Clerical Space:

Adjacent to reception and office areas and designed for a clerical pool.

Pupil Personnel Services:

Carpeted and located on outer extremity of administration complex, with an entrance from corridor. A space for each counselor, conference area, storage and records.

All spaces carpeted, acoustical walls and ceilings.

HOUSING REQUIREMENTS

The Cherokee Indian Reservation is located within commuting distance of two towns, Sylva, North Carolina and Bryson City, North Carolina.

Sylva is the principal trading area for Western Carolina University faculty and students and the home of a branch of Mead Paper Corporation. Recent checks with the local Chamber of Commerce and rental agents indicated the non-existance of rental quarters. This problem has been compounded by the growth of Western Carolina University and the demands resulting from married students as well as faculty upon the available rental properties.

Bryson City is a tourist center as well as the home of a branch of The Magnavox Corporation. Demands for rental property in this location also exceeds the supply. One is able to secure rental property for short vacation periods, for a rather high rate, but permanent rental situations are not available.

The non-availability of suitable rental quarters within commuting distance of the new high school requires the construction of eighteen housing units. Projections indicate the most feasible type units would be: 4 four bedrooms facilities, 7 three bedrooms facilities, 3 two bedrooms facilities and 4 one bedroom efficiency facilities.